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society it is the parts (p. 76). To identify society and an organism is to neglect both the suffering and the enjoyment of man.

As to the question, What is Progress? the author answers it in the following way: Progress consists in the gradual approximation of the integrality of individuals, of the most complete and varied division of labor between the organs, and in fact in the gradual approximation of the smallest division of labor amongst men. Everything that is contrary to this development, he declares, is immoral, unjust, unreasonable, and harmful; while everything that diminishes the heterogeneity of society, and thereby increases the heterogeneity of its members is moral, just, reasonable, and useful (p. 200).

One would think that a book worth writing and translating would be provided with an index, or at least a table of contents. But both these conveniences are wanting. Not even headings to the various chapters are supplied. The book is, therefore, uninviting to the reader and as useless to the average student as it well could be. One might think that it was published with the idea that nobody would ever read it.

I. W. HOWERTH.

Outlines of Elementary Economics. By HERBERT J. DAVENPORT.
New York: The Macmillan Company, 1897. 12mo. xiv
+ 280.

AS AN economist Mr. Davenport is best judged by his "Outlines of Economic Theory," which was published in 1896 and was reviewed in this JOURNAL, for September 1897. His smaller work just issued will therefore be considered here only on its pedagogical side.

The first noticeable feature of the book is its small size—about one-half that of most other text-books in political economy. This, with the substantial binding, is no small advantage in a book for school use.

The feature next noticed is the liberal supply of pedagogical questions. Each subject is introduced in a series of questions placed at the head of the chapter or portion of a chapter. In the preface the author advises that these "questions be attempted, or a discussion of them had in the class room, before the text is read by the student or appointed for him to study." This is admirable. A brief preliminary quiz which will bring out the vital problem in the advance lesson is frequently employed by teachers; when the students are immature, a

start like this is often necessary to enable them to study the lesson understandingly. Then at the close of each portion of the text there is another series of "suggestive questions" which apply the principles in many forms. The questions are all well selected; a free use of them would effectively cure that worst of all methods of study which is nowhere worse or more common than in political economy—mere memorizing of the text.

The method of treatment is thus described in the prefatory note: "Outside of the work which the questions require of the students, the treatment is studiously theoretical rather than descriptive." The exception here made is hardly correct: even the questions are essentially theoretical. They are descriptive only in that they "summon to the aid of the student his fund of observation, experience and crude generalization." Scarcely a question in the entire book calls for research or accurate knowledge of facts. There is a footnote in fine print giving the history and present status of the silver question, and another giving some figures from the census to show the small importance of the tariff question. The chapter on currency contains a sample bank statement. The rest of the book may be set down as pure theory.

Is this the way to teach elementary economics? The author justifies his course in these words: "In neither of these aspects (culture and practical), can any training be adequate, or the results of it steadfast in the mental equipment, if the treatment is merely descriptive and discursive, instead of offering a close-knit and coherent body of elementary theory." No good teacher will dispute this. But when Mr. Davenport wishes to make political economy as theoretical as mathematics, few will agree with him. In the first place, for better or for worse, the trend of educational thought is now in the opposite direction—to put more illustrative matter from real life into school work; and I mean by real life not the vague or hypothetical, but that which actually takes material form in a certain time and place. Many of the principles of physics could be developed from hypothetical illustrations, and formerly were taught in that way; but now every good school requires the student to verify the principles in the laboratory.

But I am firmly of the opinion that the trend of education is right and that Mr. Davenport is wrong. Not that any loose threads should be allowed in the "close-knit and coherent body of elementary theory," but that some descriptive matter should be knit in with it. Let there be less discussion of supposed illustrations and some inter-

pretation of economic history ; if necessary, let the body of theory be less elaborate, provided that as far as it goes, the student has some basis of fact to verify it. A few students, those of a speculative mind, relish the pure theory ; but a large majority take greater interest in the descriptive study. Furthermore, it is desirable that the study of economics in school should give the student some acquaintance with the literature of the subject, including sources, and some training in research. It seems to me there is much positive harm in turning out students whose study of economics has been confined to theory. The perfection of the theory gives them a mistaken idea of the value of their knowledge. They do not know that the difficult thing is to study the facts and establish premises from which to reason. Hence an attempt to deal with a practical problem exposes them and their study to contempt.

It is true Mr. Davenport's book might be supplemented by other books or documents that would present the descriptive side. Yet it nowhere refers to such supplementary material or in any way aids the teacher in finding it or using it. The teachers of economics who are not specialists, and they are the great majority, will find that this textbook has left to them a task which is beyond their powers. Specialists would probably find it easier to invent hypothetical problems, as Mr. Davenport has done for them, than to do the hack-work which he has left undone, namely to select topics for supplementary study and hunt up references for them.

FREDERICK R. CLOW.

Esquisses de littérature politico-économique. Par N. CH. BUNGE, Ancien professeur à l'université de Kiew. Traduit du russe. Geneva : Georg & Co., 1898. 8vo. pp. xliii.+455.

THIS contribution to the history of economic doctrines is a collection of monographs of various dates (1860, 1868, 1894), revised and brought down to the date of publication of the Russian edition (St. Petersburg, 1895). It comprises four essays : Outlines of the History of Economic Doctrines ; The Theory of the Harmony of Private Interests ; John Stuart Mill as Economist ; Schmoller's Verdict on Menger.

Part I (pp. 1-192) on the History of Doctrines, is a rapid sketch of the development, or rather of the sequence, of economic theories